

# Your Health in the Real World

- (a) General requirements. Students shall be awarded one-half credit for successful completion of this course. This course is recommended for students in Grades 9-12.
- (b) Introduction.
  - (1) Living your best life is understanding how to navigate the health care system. The objective of this course is to empower students and their families to sustain or improve their quality of life as it relates to their own health and the health of their community. To achieve this objective, students will understand health care terminology as it relates to insurance and public health. Further, students will acquire the knowledge and skills needed to utilize community, state, and federal health care services and related resources.
  - (2) Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. In addition, areas in the standards related to abuse, neglect, violence, loss, grief, trauma, and suicide may directly affect some students in the classroom. Should the educator recognize signs of discomfort with instruction in these areas, students should be referred to the appropriate resource, identified ahead of such instruction, for additional help and support.
  - (3) An integral part of health education involves educators being aware of state laws relevant to human sexuality instruction. These laws include affirming:
    - (A) a local school district's control over the provision of human sexuality instruction to ensure that local community values are reflected in that instruction (Texas Education Code (TEC) §28.004(e)-(h));
    - (B) the right of a parent or legal guardian to be informed of the provision of human sexuality instruction to their child and review the content of that instruction (TEC §28.004(i)-(j));
    - (C) the right of a parent or legal guardian to remove their child from any portion of human sexuality instruction without penalty to the child (TEC §28.004(i));
    - (D) the centrality of abstinence education in any human sexuality curriculum (TEC §28.004(e)); and
    - (E) the right of a parent or legal guardian to be informed of and consent to an abortion performed on their pregnant child (with judicially authorized or medical emergency exceptions) (Texas Family Code, Chapter 33).
  - (4) Educators also should be aware of and abide by the statutory prohibition on taxpayer resource transactions between state governmental entities, including public schools, and abortion providers or an affiliate of an abortion provider (Texas Government Code, Chapter 2272).
  - (5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
  - (6) Students should first seek guidance in the area of health from a parent or legal guardian.
- (c) Knowledge and Skills Statements

- (1) Health literacy--health consumerism. The student understands medical terminology in health decision making. The student is expected to:
  - (A) define medical expressions or terms used by health care professionals; and  
Breakouts
    - (i) define medical expressions or terms used by health care professionals
  - (B) define basic terminology for general use such as reading prescription labels.
    - (i) Breakouts
    - (ii) define basic terminology for general use
- (2) Health literacy--health consumerism. The student interprets personal medical information for health decision making. The student is expected to:
  - (A) interpret and explain take-home instructions from a health care professional;  
Breakouts
    - (i) interpret take-home instructions from a health care professional
    - (ii) explain take-home instructions from a health care professional
  - (B) identify normal vital signs, including temperature, blood pressure, heart rate, body mass index (BMI), oxygen, and blood glucose levels;  
Breakouts
    - (i) identify normal vital signs, including temperature
    - (ii) identify normal vital signs, including blood pressure
    - (iii) identify normal vital signs, including heart rate
    - (iv) identify normal vital signs, including body mass index (BMI)
    - (v) identify normal vital signs, including oxygen levels
    - (vi) identify normal vital signs, including blood glucose levels
  - (C) interpret medication labels, including supplements and over-the-counter and prescription drugs; and  
Breakouts
    - (i) interpret medication labels, including supplements
    - (ii) interpret medication labels, including over-the-counter drugs
    - (iii) interpret medication labels, including prescription drugs
  - (D) analyze the importance of each component of personal medical history, including immunizations, previous treatments, current medical records, and family history.  
Breakouts
    - (i) analyze the importance of each component of personal medical history, including immunizations

- (ii) analyze the importance of each component of personal medical history, including previous treatments
  - (iii) analyze the importance of each component of personal medical history, including current medical records
  - (iv) analyze the importance of each component of personal medical history, including family history
- (3) Health literacy--health consumerism. The student analyzes the different facets of health insurance. The student is expected to:
- (A) differentiate between types of insurance, including health, vision, and dental insurance;
    - Breakouts
    - (i) differentiate between types of insurance, including health insurance
    - (ii) differentiate between types of insurance, including vision insurance
    - (iii) differentiate between types of insurance, including dental insurance
  - (B) evaluate the advantages, disadvantages, and costs of public and private insurance benefits;
    - Breakouts
    - (i) evaluate the advantages of public insurance benefits
    - (ii) evaluate the disadvantages public insurance benefits
    - (iii) evaluate the costs of public insurance benefits
    - (iv) evaluate the advantages of private insurance benefits
    - (v) evaluate the disadvantages of private insurance benefits
    - (vi) evaluate the costs of private insurance benefits
  - (C) analyze key components of insurance, including copay and deductible;
    - Breakouts
    - (i) analyze key components of insurance, including copay
    - (ii) analyze key components of insurance, including deductible
  - (D) describe different ways to pay for health care, including paying cash, health savings accounts, and flexible spending accounts; and
    - Breakouts
    - (i) describe different ways to pay for health care, including paying cash
    - (ii) describe different ways to pay for health care, including health savings accounts
    - (iii) describe different ways to pay for health care, including flexible spending accounts
  - (E) interpret the components of a medical bill such as the explanation of benefits (EOB).
    - Breakouts

- interpret the components of a medical bill

(4) Health literacy--health consumerism. The student identifies the proper use of medications and becomes familiar with the effects of pharmaceuticals. The student is expected to:

(A) compare and contrast the differences between generic and name-brand medications;

Breakouts

(i) compare and contrast the differences between generic and name-brand medications

(B) identify cost differentials of similar medications and the rights of the consumer, including the ability to ask a pharmacist for other options;

Breakouts

(i) identify cost differentials of similar medications

(ii) identify the rights of the consumer, including the ability to ask a pharmacist for other options

(C) explain the limitations of medications, including the differences between symptomatic treatment and treatment for a cure;

Breakouts

(i) explain the limitations of medications, including the differences between symptomatic treatment and treatment for a cure

(D) identify different types of improper use of medications, including using expired medications and using, overusing, and misusing non-prescribed medications;

Breakouts

(i) identify different types of improper use of medications, including using expired medications

(ii) identify different types of improper use of medications, including using non-prescribed medications

(iii) identify different types of improper use of medications, including overusing non-prescribed medications

(iv) identify different types of improper use of medications, including misusing non-prescribed medications

(E) identify ways to properly dispose of medications and equipment and explain the importance of proper disposal; and

Breakouts

(i) identify ways to properly dispose of medications

(ii) identify ways to properly dispose of equipment

(iii) explain the importance of proper disposal [of medications]

(iv) explain the importance of proper disposal [of equipment]

- (F) explain what Food and Drug Administration (FDA) approval means and compare with off-label use.

Breakouts

- (i) explain what Food and Drug Administration (FDA) approval means
- (ii) compare [Food and Drug Administration (FDA) approval] with off-label use

- (5) Health literacy--patient advocacy. The student identifies alternatives to health insurance coverage. The student is expected to:

- (A) research and describe available health care sharing plans;

Breakouts

- (i) research available health care sharing plans
- (ii) describe available health care sharing plans

- (B) identify the options of community health care resources, including federally qualified healthcare centers (FQHC) and non-profit community clinics; and

Breakouts

- (i) identify the options of community health care resources, including federally qualified healthcare centers (FQHC)
- (ii) identify the options of community health care resources, including non-profit community clinics

- (C) identify available health care community resources such as medical, dental, vision, pharmacy, x-ray, and laboratory services.

Breakouts

- (i) identify available health care community resources

- (6) Health literacy--patient advocacy. The student demonstrates proper patient/health care professional communication. The student is expected to:

- (A) define the Health Information Privacy and Portability Act (HIPPA) and explain how it relates to confidentiality of medical records;

Breakouts

- (i) define the Health Information Privacy and Portability Act (HIPPA)
- (ii) explain how [the Health Information Privacy and Portability Act (HIPPA)] relates to confidentiality of medical records

- (B) identify patient rights, including rights to sexually transmitted disease/sexually transmitted infection (STDs/STIs) testing and pregnancy health care and explain physician privileges;

Breakouts

- (i) identify patient rights, including rights to sexually transmitted disease/sexually transmitted infection (STDs/STIs) testing
- (ii) identify patient rights, including rights to pregnancy health care

- (iii) explain physician privileges
- (C) define the role of a chaperone in a medical setting, including the patient's ability to request or remove one;

Breakouts

- (i) define the role of a chaperone in a medical setting, including the patient's ability to request or remove one
- (D) demonstrate how to have a collaborative conversation with a health care professional, including asking questions and advocating for self and others;

Breakouts

- (i) demonstrate how to have a collaborative conversation with a health care professional, including asking questions
- (ii) demonstrate how to have a collaborative conversation with a health care professional, including advocating for self
- (iii) demonstrate how to have a collaborative conversation with a health care professional, including advocating for others
- (E) analyze the impact of medical bias on health outcomes; and

Breakouts

- (i) analyze the impact of medical bias on health outcomes
- (F) evaluate resources relevant to patients' legal rights, including the Centers for Medicare and Medicaid Services' Patient's Bill of Rights (2020).

Breakouts

- (i) evaluate resources relevant to patients' legal rights, including the Centers for Medicare and Medicaid Services' Patient's Bill of Rights (2020)

- (7) Health literacy--health applications and technology. The student analyzes and evaluates software applications and other technology as they relate to personal health care. The student is expected to:

- (A) compare and contrast remote (telehealth and e-medicine) and in-person health care and treatment;

Breakouts

- (i) compare and contrast remote (telehealth and e-medicine) and in-person health care
- (ii) compare and contrast remote (telehealth and e-medicine) and in-person treatment
- (B) research and describe the effects of inequitable distribution of technology in health care, including medical facilities and home environments;

Breakouts

- (i) research the effects of inequitable distribution of technology in health care, including medical facilities

- (ii) research the effects of inequitable distribution of technology in health care, including home environments
  - (iii) describe the effects of inequitable distribution of technology in health care, including medical facilities
  - (iv) describe the effects of inequitable distribution of technology in health care, including home environments
- (C) differentiate between credible and false health information on the internet and social media;

Breakouts

- (i) differentiate between credible and false health information on the internet
  - (ii) differentiate between credible and false health information on social media
- (D) analyze the risks of sharing private health information; and

Breakouts

- (i) analyze the risks of sharing private health information
- (E) evaluate the use and effectiveness of a personal fitness device or health application.

Breakouts

- (i) evaluate the use of a personal fitness device or health application
- (ii) evaluate the effectiveness of a personal fitness device or health application

(8) Health literacy--navigating the health care system. The student examines and interprets various health insurance plans, government guidelines for health plans, and coverage of non-traditional health care. The student is expected to:

- (A) compare and contrast insurance plans, including health maintenance organization (HMO), preferred provider organization (PPO), Medicare, Medicaid, and the Children's Health Insurance Program (CHIP);

Breakouts

- (i) compare and contrast insurance plans, including health maintenance organization (HMO)
  - (ii) compare and contrast insurance plans, including preferred provider organization (PPO)
  - (iii) compare and contrast insurance plans, including Medicare
  - (iv) compare and contrast insurance plans, including Medicaid
  - (v) compare and contrast insurance plans, including the Children's Health Insurance Program (CHIP)
- (B) research and explain current federal, state, and local government guidelines for health insurance; and

Breakouts

- (i) research current federal guidelines for health insurance

- (ii) research current state guidelines for health insurance
  - (iii) research current local government guidelines for health insurance
  - (iv) explain current federal guidelines for health insurance
  - (v) explain current state guidelines for health insurance
  - (vi) explain current local government guidelines for health insurance
- (C) distinguish between insurable and non-insurable health services, including elective procedures and integrative and non-traditional health care.

Breakouts

- (i) distinguish between insurable and non-insurable health services, including elective procedures
- (ii) distinguish between insurable and non-insurable health services, including integrative health care
- (iii) distinguish between insurable and non-insurable health services, including non-traditional health care

- (9) Health care occupations--working within the health care system. The student explores different careers in the health care industry and analyzes their various roles. The student is expected to:

- (A) explore and describe a variety of careers in the health care industry; and

Breakouts

- (i) explore a variety of careers in the health care industry;
- (ii) describe a variety of careers in the health care industry

- (B) analyze the various roles in the health care delivery system, including health care administration, health care professionals, public health professionals, corporate health care, and research and development.

Breakouts

- (i) analyze the various roles in the health care delivery system, including health care administration
- (ii) analyze the various roles in the health care delivery system, including health care professionals
- (iii) analyze the various roles in the health care delivery system, including public health professionals
- (iv) analyze the various roles in the health care delivery system, including corporate health care
- (v) analyze the various roles in the health care delivery system, including research and development

- (10) Public health--policy resources. The student understands the resources available for protecting and improving the health of people and their local, national, and international communities. The student is expected to:

- (A) identify the roles of leading public health organizations such as county health departments, the Centers for Disease Control and Prevention (CDC), and the World Health Organization (WHO);

Breakouts

- (i) identify the roles of leading public health organizations
- (B) compare and contrast U.S. and global health issues;

Breakouts

- (i) compare and contrast U.S. and global health issues
- (C) explain the ways that local, state, national, and international organizations support public health; and

Breakouts

- (i) explain the ways that local organizations support public health
  - (ii) explain the ways that state organizations support public health
  - (iii) explain the ways that national organizations support public health
  - (iv) explain the ways that international organizations support public health
- (D) analyze the effects of public policy on the prevention of communicable and noncommunicable diseases.

Breakouts

- (i) analyze the effects of public policy on the prevention of communicable diseases
  - (ii) analyze the effects of public policy on the prevention of noncommunicable diseases

- (11) Public health--policy recommendations. The student applies public health resources to create solutions to daily health challenges. The student is expected to:

- (A) research and discuss an emerging health issue or topic such as health equity or a pandemic;

Breakouts

- (i) research an emerging health issue or topic
  - (ii) discuss an emerging health issue or topic
- (B) appraise the impact of leading health organizations on emerging health issues and topics;

Breakouts

- (i) appraise the impact of leading health organizations on emerging health issues
  - (ii) appraise the impact of leading health organizations on emerging health topics
- (C) explore and explain the effects of environmental policy on public health;

Breakouts

- (i) explore the effects of environmental policy on public health

- (ii) explain the effects of environmental policy on public health
- (D) analyze the interconnectedness of different sectors of the health care industry and how they improve public health; and

Breakouts

- (i) analyze the interconnectedness of different sectors of the health care industry
- (ii) analyze how [different sectors of the health care industry] improve public health
- (E) evaluate the impact of public health policy on emergency preparedness.

Breakouts

- (i) evaluate the impact of public health policy on emergency preparedness

- (12) Public health--mental health. The student recognizes the interconnectedness of mental health and public health. The student is expected to:

- (A) examine the relationship between mental health and physical health;

Breakouts

- (i) examine the relationship between mental health and physical health

- (B) evaluate the importance of social interaction and its impact on health;

Breakouts

- (i) evaluate the importance of social interaction
- (ii) evaluate the impact [of social interaction] on health

- (C) describe the connection between mental health and the increase in homelessness and incarceration; and

Breakouts

- (i) describe the connection between mental health and the increase in homelessness
- (ii) describe the connection between mental health and the increase in incarceration

- (D) analyze the impact of social stigma on accessing mental health services, including barriers to treatment.

Breakouts

- (i) analyze the impact of social stigma on accessing mental health services, including barriers to treatment

- (13) Prevention--healthy living. The student evaluates the effects of health behaviors on preventing disease. The student is expected to:

- (A) appraise the effect of biological family medical history (genetics), including maternal and paternal, on health outcomes or risk for illness;

Breakouts

- appraise the effect of biological family medical history (genetics), including maternal, on health outcomes or risk for illness
- appraise the effect of biological family medical history (genetics), including paternal, on health outcomes or risk for illness

(B) evaluate the benefits of regular checkups;

Breakouts

- (i) evaluate the benefits of regular checkups

(C) classify primary, secondary, and tertiary preventions;

Breakouts

- (i) classify primary preventions
- (ii) classify secondary preventions
- (iii) classify tertiary preventions

(D) define comorbidities and their impact on health;

Breakouts

- (i) define comorbidities
- (ii) define [the] impact [of comorbidities] on health

(E) examine health risk factors such as sedentary lifestyle and poor diet that can lead to negative health outcomes;

Breakouts

- (i) examine health risk factors that can lead to negative health outcomes

(F) research and describe preventative services covered by insurance plans;

Breakouts

- (i) research preventative services covered by insurance plans
- (ii) describe preventative services covered by insurance plans

(G) explain the importance of vaccines across the lifespan;

Breakouts

- (i) explain the importance of vaccines across the lifespan

(H) evaluate the effectiveness of a personal health plan that includes nutrition, exercise, healthy weight, and sleep in preventing chronic disease; and

Breakouts

- (i) evaluate the effectiveness of a personal health plan that includes nutrition in preventing chronic disease
- (ii) evaluate the effectiveness of a personal health plan that includes exercise in preventing chronic disease

- (iii) evaluate the effectiveness of a personal health plan that includes healthy weight in preventing chronic disease
- (iv) evaluate the effectiveness of a personal health plan that includes sleep in preventing chronic disease
- (l) evaluate the effectiveness of prevention campaigns on health behavior such as substance use, misuse, and abuse.

Breakouts

- (i) evaluate the effectiveness of prevention campaigns on health behavior